



October 2013 (1)

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The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

Superintendent Webcast

The next Superintendents' webcast is scheduled for October 2nd at 11:00 a.m. EST. All webcasts are archived and may be accessed through the KDE Media Portal.

ISN Monthly Webcast

To access the September 2013 ISN Webcast and PowerPoint, go to [ISN Webcasts](#).
The October ISN Webcast date will be forthcoming.

Legislative Update

Commissioner Terry Holliday committed that the legislative agenda from KDE would include restoration items, such as a return of base SEEK per child to the 2008-09 level, a return of flex focus funds to a similar level and a return of the commitment for bandwidth and electronic resources. As to expansion requests, discussion included encouraging legislators to seek funding for full-day kindergarten.

OCTOBER – CONNECTED EDUCATOR MONTH

KDE, along with partners The Fund for Transforming Education in Kentucky and Hope Street Group are celebrating Connected Educator Month an initiative sponsored by the USDoE . The goals of CEM include:

- Helping districts promote and integrate virtual learning into their formal professional learning approaches
- Stimulating and supporting collaboration and innovation in professional learning.
- Getting more educators “connected” (to each other).
- Deepening and sustaining the learning of those already connected.

For more information about Connected Educator Month, visit <http://connectededucators.org>. The KY partners supporting Connected Educator Month will spotlight a connected educator each day of the month. These profiles may be viewed on The Fund’s blog at <http://transformingedky.blogspot.com> and stay connected via Twitter #ce13 or visit www.thefundky.org.

Kentucky Board of Education (KBE) Update

The Kentucky Board of Education will meet next week on October 7-8th. Following the meeting, information will be posted on the KDE website at <http://education.ky.gov/KBE/meet/Pages/default.aspx>

KDE Best Practices Site

Per the most recent press release, <http://education.ky.gov/comm/news/Documents/R%2013-093%20Best%20Practices.pdf>, KDE is encouraging districts and schools to submit their best practices on the following site - <http://odss.education.ky.gov/bestpractices/Default.aspx>. As districts and schools examine practices for school improvement this site may serve as a great resource in supporting refinements and change at the local level. For more information contact Shaun Murphy at shaun.murphy@education.ky.gov.

Data Quality

Web Collection Tool - Identifying a District Point of Contact for Program Reviews

We are pleased and appreciate the effort schools and districts made entering Program Review information into ASSIST this past spring. We are aware that there were gaps in communication around Program Reviews due to how they were assigned to district level personnel. As a way to improve communication around Program Reviews for the future, we will begin to utilize People Manager/SRIM to help gather this information. A new ROLE has been set up for districts to identify and enter a "District Point of Contact for Program Reviews" in the People Manager/SRIM system.

We are asking that identified district points of contact for Program Reviews reach out to your district web administrator point of contact (aka WAAPOC) to set them up. District WAAPOC will be using the Web Security Administration (WSA) tool to setup the role.

Should you have any problems, please contact Todd Davis at todd.davis@education.ky.gov.

A similar process has been requested for Chief Academic Officers. This was mentioned on the ISN webcast and the CIITS webcast. This information is used to verify our distribution lists.

Unbridled Learning Update

Standards Update:

KDE has produced several handouts that address the importance of the Kentucky Core Academic Standards/Common Core Standards. These resources are useful in answering questions about the standards from various audiences. The handouts have been shared with superintendents and KDE education partners. They were e-mailed to principals and teachers on September 20, a week before the Unbridled Learning Assessment and Accountability score release. In the meantime, these handouts can be found on the Unbridled Learning webpage accessible from the homepage of the KDE website. The first handout can be used with a wide range of folks and is titled “Top 10 Reasons to Support the Common Core.” The other three are written for specific audiences, one for administrators, one for teachers, and one for parents.

Senate Bill 1 (2009) requires that Kentucky revise all required content standards to reflect the necessary knowledge and skills needed to ensure all students are college and career ready. SB 1 suggests that all standards should be rigorous, world class, and internationally benchmarked, while also allowing for deeper engagement around fewer concepts/topics. Adoption of the Common Core State Standards in English language arts and mathematics was the first step taken to address SB 1. Despite the fact that the ELA standards include a section for Literacy in History/Social Studies, there is still a need for a set of Social Studies standards that fully addresses the needs of Kentucky’s 21st century learners.

In February of 2013, a team of elementary, middle, high school, higher education, and key Social Studies advocacy group representatives was established to begin setting a vision for and drafting new social studies standards for the Commonwealth. These new standards will be based on a document called the College, Career, and Civic Life (C3) Framework for Social Studies.

The College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards, currently under development by the National Council on Social Studies (NCSS)—led by University of Kentucky’s Kathy Swan (who is also on the team mentioned above)—will ultimately focus on the disciplinary and multidisciplinary concepts and practices that make up the process of investigation, analysis, and explanation. It is designed to have explicit connections to the Common Core ELA standards. Work on the C3 Framework began in 2010. Members of the Council of Chief State School Officers (CCSSO’s) Social Studies Assessment, Curriculum, and Instruction (SSACI) collaborative (of which Kentucky is a member) provided feedback and guidance to this process. The C3 Framework may be reviewed at <http://www.socialstudies.org/C3>. The implementation for these standards will be delayed. KDE will update districts/schools about next steps throughout the year.

CIITS Update:

KDE is now partnering with Renaissance Learning to add interim assessment data to CIITS – the Continuous Instructional Improvement Technology System. The most efficient way to accomplish this is a direct data transfer of student data from Renaissance Learning to Schoolnet, our CIITS vendor.

In accordance with the Family Educational Rights and Privacy Act (FERPA), districts that would like to have their Renaissance Learning Assessment Data included in CIITS must provide authorization by completing the [attached form](#). Please return the signed agreement to the CIITS Service Manager, Maritta Horne (maritta.horne@education.ky.gov) for inclusion in CIITS.

CIITS Enhancements:

A number of enhancements have been made to Instructional Management System within CIITS. Several new key features have been highlighted below:

- Performance-based tasks: Assessment capabilities have been extended to more fully support complex performance-based tasks.
- Audio and video support: Test authors can now incorporate audio and video files into assessments as part of the assessment items, passages or answer choices for delivery to students through the online test tunnel.
- New online manipulatives: New tools have been added to the student's test taking toolbox, including a four-function calculator, scientific calculator, graphing calculator and formula sheet.

Gap Delivery Plan**Co-Teaching Strategy:**

Marilyn Friend ([Co-Teaching Connection](#)) describes co-teaching as a **service delivery** option in which two or more certified teachers (e.g., regular and special education) share instructional responsibility and joint accountability for a single group of diverse learners. This service delivery option allows educators to share their knowledge and skills by collaborating in the classroom to help students maximize their potential. This approach also is featured as a key component in the **Co-Teaching for Gap Closure (CT4GC)** initiative in the Professional Learning for Closing Gaps strategy of KDE's [Closing the Achievement Gap Delivery Plan](#). The following sites may be useful for additional information:

CT4GC Website

<http://education.ky.gov/school/Pages/Co-Teaching-for-GAP-Closure.aspx>

Collaborative Teaching Practices for Exceptional Children (Q&A 2011)

<http://education.ky.gov/specialed/excep/Documents/Guidance%20Documents/Collaborative%20Teaching%20Practices%20for%20Exceptional%20Children%20-%20Question%20and%20Answer%20Document.pdf>

College and Career Readiness Plan

Targeted Interventions Strategy:

Appropriately planned transitional interventions will help more students reach college readiness benchmarks, increasing CCR rates. EPAS-related interventions are required by law. A KDE regulation outlines requirements for transitional courses/ interventions for addressing all students' needs in meeting statewide college readiness benchmarks. Current data suggests a high percentage of students in need of participating in a senior year transition course are not having the opportunity to participate. Students 1-3 points from meeting the college readiness benchmarks on the ACT should be engaged in an intervention. KDE will be requesting additional data on school practices related to interventions that may (or may not) be provided to eligible students.

KDE has made high school transitional course curriculum frameworks available, free of charge, to schools/districts to utilize for mathematics, reading and English interventions. These intervention curriculum frameworks were developed as immediate resources for schools to provide transitional interventions to seniors who did not meet statewide benchmarks on the ACT. The curriculum is modularized so that schools can provide full courses for students who are further from benchmark, and targeted intervention services for those students that need more "just-in-time" options.

There are additional resources on the KDE website to help address transitional needs for students. These resources include: EXPLORE-level transitional course curriculum documents, teacher training videos for reading and English transitional curriculum and administrative training guidance for transitional interventions. From the KDE homepage search "Targeted Interventions."

Proficiency Plan

School Readiness Strategy: Early Learning Leadership Networks ([ELLNs](#)) bring teacher leader teams together four times a year to deepen understanding of the early childhood standards and design high quality learning experiences for young children. Teams include teacher leaders from the state-funded preschool program, kindergarten, Head Start and child care. Sessions are facilitated by a team of early childhood experts from the five early childhood Regional Training Centers ([RTCs](#)), five regional universities, and the Kentucky Department of Education (KDE). There is an additional ELLN strand for administrators who meet twice a year to develop strategies to support teacher leaders.

This fall ELLN teams continue to focus on the use of Brigance data, National Early Literacy Panel ([NELP](#)) findings, dialogic reading, comprehension, writing, and using the Early Language and Literacy Classroom Observation ([ELLCO](#)) to measure ELA teaching and learning practices. Next spring, teams will study the [Next Generation Science Standards](#) in an [early childhood context](#).

For more information please contact Annie Rooney-French at annie.rooney-french@education.ky.gov.

Next Generation Professionals Plan

Professional Growth and Effectiveness System (PGES) strategy

Kentucky Peer Observation Pilot: A vital research component in the Peer Observation Research Grant is the use of Virtual Peer Observers in the peer observation process. Whereas one might expect a peer observer to sit in on a teacher's classroom and conduct an observation, virtual observers will not ever physically enter a teacher's classroom. Their entire observation will be conducted asynchronously through the use of a camera recording of the classroom and the pre and post conference will be conducted via Lync. The virtual observers will conduct observations after being trained in the use of the camera, completing the peer observer training module, and establishing contact with their caseload of peer teachers. The potential impact of this peer observation model is considerable for the state of Kentucky. With our state's challenges of limited human capacity, geography, and time the results of this research could provide districts with much needed options when framing their peer observation model. Only a few districts across the state are engaged in this study, however, the learning will be disseminated as the study concludes next spring.

Peer Observer Module Available

The Peer Observer Module is a web-based opportunity developed in partnership with Kentucky Educational Television (KET), titled "Professional Learning for Peer Observers". This self-paced module prepares teachers to become effective peer observers in Kentucky's Professional Growth and Effectiveness System (PGES).

To register for the Peer Observer Module in CIITS hover over the EDS tab, choose PD search, then online courses. Type in "Peer Observer Training Module" or scroll to the 2nd page and click on the title. Register for the month in which you would like to complete the module.

The Principal – TPGES & PPGES

The principal of at least one of the schools in the district who has met the criteria of the "official" TPGES pilot school is strongly encouraged to participate in the PPGES pilot. This participation will allow the principal to make strong connections between the two systems particularly in the areas of Self-Reflection, Professional Growth Plans and Student Growth Goals.

The following list is a recommended set of next steps for principals in PGES once a principal has completed the Teachscape Proficiency Certification and is ready to move forward with work in both the TPGES and the PPGES.

- ✓ Complete training module for PPGES that is found in PD 360. Instructions on how to access the course are available at the following link. <http://education.ky.gov/teachers/HQT/Pages/PPGES-Principal-Professional-Growth-and-Effectiveness-System.aspx>
- ✓ Download the document "Principal Reflective Practice, Student Growth & Professional Growth Planning Template" from the above site.
- ✓ Review the attached "Principal Year-at-a-Glance." Transfer important dates to your personal calendar to help with intentional planning for the pilot – remember, this information will address both components of the PGES as it impacts principals.
- ✓ Begin working with teachers as they develop their Professional Growth Plans and Student Growth Goals understanding that these plans and goals will directly impact the development of

the principal's PGP and SGG. These plans and goals are what will drive the professional learning for both teachers and principals for the year. Teacher growth plans and growth goals are completed in the Educator Development Suite in CIITS. Principal growth plans and growth goals are completed on the Principal Reflective Practice, Student Growth & Professional Growth Planning Template that was downloaded earlier.

KLA is available to support principals in PGES throughout this year. More information about KLA is available at <http://www.kasa.org/subsite/dist/page/kentucky-leadership-academy-64>

For additional information about the Principal Professional Growth & Effectiveness System contact Kevin Stull at kevin.stull@education.ky.gov

PGES Webcasts

The September webcast was held on Sept. 25th and focused on implementation topics that relate to the Year-at-a-Glance calendars. This webcast and all archived KDE webcasts can be found on the [KDE Media Portal](#).

The next PGES webcast is scheduled for 3 p.m. ET on Wednesday, October 23. This webcast will include district leaders from Trigg County implementing the PGES pilot. The webcast also will address frequently asked questions from the field. There will be an opportunity for districts to share various approaches to successful implementation. Live KDE webcasts are broadcast from the same link, which can be accessed [here](#).

District & School Technical Assistance Available

KDE has provided increased field support as one strategy for providing statewide assistance during the early implementation. PGES Consultants are located in the educational cooperatives to provide implementation support to districts during the 2013-14 school year. Effectiveness Coaches will continue to provide support to the districts that are focusing on the LDC and MDC work in conjunction with the Professional Growth & Effectiveness System as well as those districts who participated in the Field Test last year.

Districts are encouraged to contact the individuals via telephone and email to establish a routine for support. The consultants and coaches are prepared to provide support for district and school implementation efforts. The technical assistance will be tailored to the district needs and provide an opportunity for collaboration across districts in order to share ideas and lessons learned.

COOP	COOP PGES Consultant	Effectiveness Coach
WKEC	Dennis Bledsoe	Audrey Harper
GRREC	Amanda Abell	Monica Osborne
OVEC	Tracy Harris	Carol Franks
CKEC	Mike Cassidy	Rebecca Woosley
SESC	Greg Smith	Mike York

	Brenda Hammons		
NKCES	Jenny Ray		Ellen Sears
KVEC	Abbie Combs		Stacy Noah
KEDC	Charles Rutledge		Wayne Stevens

TELL KY/Professional Learning Strategy

In the recent TELL KY results, the top three areas teachers indicated they need additional professional learning are in the areas of differentiating instruction, closing the achievement gap and instructional technology. In order to address the area of differentiated instruction, PD 360, available to all Kentucky schools through the Continuous Instructional Improvement Technology System (CIITS), contains three videos that can be used as professional learning experiences.

Differentiating Instruction For All Students

- What Is Differentiation? (7:33)
- Differentiation: Elements for Planning (12:50)
- The Basics of Differentiation (4:49)

Closing the Gap

The *How to Increase Minority Student Achievement* program from School Improvement Network showcases a systemic approach with which schools and districts can close racial, language and economic achievement gaps. Successfully addressing these gaps requires educators to create changes in leadership, school culture, and teaching and learning. In addition to highlighting the perspectives of distinguished educational leaders on reforms designed to increase minority student achievement, these segments include excerpts from administrator and teacher interviews at schools that have successfully implemented these reforms. The program concludes with a segment exhibiting a presentation by Curtis Linton about authentic equity leadership.

Segment Length (Elementary)

Closing the Gaps — 28:48

How to Increase Minority Student Achievement – 2:04

Leadership: Understanding Equity – 7:06

Leadership: Building Equity – 22:55

Leadership: Vision and Direction – 18:05

Leadership: Accountability – 12:41

Leadership: Sustaining Innovation – 12:51

The Equity Framework – 2:48

School Culture: Professional Attitudes – 13:34

School Culture: Clear Focus on Students – 17:14

School Culture: Inclusive Environment – 23:16

School Culture: Collaboration – 15:45

Teaching and Learning: Curriculum – 26:46

Teaching and Learning: Teaching Skills – 19:49

Teaching and Learning: Assessment – 11:05

Teaching and Learning: Interventions – 17:54

Authentic Equity Leadership – 1:14:39

Segment Length (Secondary)

Closing the Gaps — 28:48

How to Increase Minority Student Achievement – 1:46

Leadership: Understanding Equity – 6:57

Leadership: Building Equity – 18:10

Leadership: Vision and Direction – 15:05

Leadership: Accountability – 10:57

Leadership: Sustaining Innovation – 13:46

The Equity Framework – 2:44

School Culture: Professional Attitudes – 14:17

School Culture: Clear Focus on Students – 15:26

School Culture: Inclusive Environment – 18:11

School Culture: Collaboration – 12:32

Teaching and Learning: Curriculum – 21:32

Teaching and Learning: Teaching Skills – 12:25

Teaching and Learning: Assessment – 8:48

Teaching and Learning: Interventions – 12:52

Authentic Equity Leadership – 1:14:39

Another area of need was English Language Learners.

English Language Learners

A similar resource has been put together to access videos related to that population of students.

To link to a document that outlines videos go to <http://sdrv.ms/14KQO2s>

Upcoming Events

Mathematics trainings: The Kentucky Center for Mathematics (KCM) has announced trainings and course offerings for the 2013-14 school year. Click [here](#) for course descriptions and links to help you choose the right training(s) for your needs. KCM professional development:

- equips teachers to become better data-based decision makers and designers of instruction using research- and evidence-based models of student thinking and learning
- builds professional relationships among participants who share knowledge, passion, problems of practice, strategies, resources and friendship
- increases leadership capacity among participants
- supports teacher-scholars who have a learner mindset and aspire to study important professional literature
- aligns with the Common Core standards for mathematical content and practice
- supports school compliance with Kentucky's statutes, such as the Primary Program Review, the Professional Growth and Evaluation System and Response to Intervention

- is facilitated by highly-qualified experts
- is continually evaluated and improved
- is sustained and job-embedded
- is student-focused and participant-centered

If you should have any questions about these professional development opportunities, please contact the KCM at kcm@nku.edu.

Announcements

The Center for Teaching Quality will be hosting a series of webinars on topics of immediate interest to KY educators. The first webinar will spotlight a KY Teacher and the implementation of LDC to effectively implement the Kentucky Core Academic Standards. Please review and share the attached resource with



CTQ Common Core
webinars fall 2013.pdf

educators in your district.

Resources

Basal Instructional Materials

KDE provides tools to assist districts with basal resource purchases to support the curriculum. Visit the textbooks section of the KDE website to find State Multiple Lists of basal resources, evaluation tools to assist schools in making Off-List purchases, and sample purchasing plans. For questions, contact Kathy Mansfield, library media/textbooks consultant (kathy.mansfield@education.ky.gov).

Textbooks Web page: <http://education.ky.gov/curriculum/books/Pages/default.aspx>

Effective Library Media Programs

Research in 22 states about the impact of quality school library media programs on student achievement brought the following results. How does your library media program compare?

- **Staffing:** Full-time, certified librarians with support staff have a positive impact on student achievement.
- **Collaboration:** Test scores are higher in schools that have full-time, certified librarians who collaborate with classroom teachers.
- **Instruction:** Information skills and technology skills taught in the library have a positive impact on student achievement.
- **Scheduling:** Flexibly scheduled library programs contribute to higher reading scores and greater access to the library and librarian for collaboration.

- **Access:** Greater access to the library (before, during, and after school) equates to higher achievement levels.
- **Summer reading programs:** Participation in a summer reading program has a significant correlation with student achievement.
- **Technology:** Greater access to up-to-date technology correlates with improved student achievement.
- **Collections:** Newer and larger library collections (print and digital) correlate with higher test scores.
- **Budget:** Higher library budgets equate with higher test scores, especially in the areas of reading and writing.
- **Professional development:** Better-performing schools tend to have librarians who provide in-service opportunities for teachers.
- **Achievement gap:** Access to the school library is critical to students from economically disadvantaged backgrounds who may not have access to technology and books.

For more information about the library impact studies from which these results originated, visit: <http://sl-it.mansfield.edu/upload/MU-LibAdvoBklt2013.pdf>.

For questions about Kentucky school library media programs, contact Kathy Mansfield, library media/textbooks consultant (kathy.mansfield@education.ky.gov).

[KET Distance Learning](#) has launched its first online Spanish I course for Kentucky high school students. Using research-based methods of world language instruction and designed with a variety of learning styles in mind, the course introduces students to basic listening, speaking, reading, and writing through engaging lessons and activities.

Throughout the course, students participate in weekly practice sessions with conversation tutors and the Spanish teacher. They also study cultures to help them understand the context of the language and the perspectives of Spanish-speaking countries. A Spanish II course will debut in fall 2014.

In searching for efficient and effective ways to help children learn to speak another language and address the **World Language Program Review** some schools are turning to digital learning as a solution. If your school is going this route, here are several things to consider:

1. **Language is a tool for communication.** Communication requires interaction between people--speaking and listening, and writing and reading. Software packages can present content and supplementary support for learning, but they can't offer opportunities to use the language in a meaningful way. Before spending exorbitant sums on a software package that may only teach children how to say words in another language and not *use* them to communicate, think about ways to provide frequent interaction, such as using one of the following as para-educators, volunteer language coaches, or peer chats for conversation time:
 - A shared teacher between or among schools,
 - Native or near-native speakers in the community,
 - Foreign students or college majors at a nearby college,

- Retired language teachers,
 - International partner schools skyped in on a regular basis
 - Former Visiting Teachers from Spain or China also skyped in
2. When choosing a digital program for primary grades, **consider KET's Arte Y Mas**, an excellent program to teach Spanish through the arts.
 3. KET also offers German, Spanish and Latin courses for middle school and high school students. Because KET sets an enrollment limit due to their limited number of teachers, districts might consider collaboratively funding an addition teacher at KET to meet their needs. KET is planning to expand their world language services to more schools and students in the coming years.

Personalized Learning

Launched in 2012, the U.S. Department of Education's Race to the Top-District (RTT-D) grant program emphasizes personalized learning environments—a new approach to understanding how and where education is delivered, how students learn, and the roles of teachers, parents, and the broader community in supporting students' academic success. Although auspicious in scale, the reforms proposed by the first group of RTT-D grantees to create personalized learning environments will challenge every aspect of the traditional school culture, including what is taught, how it is taught, and where it is taught.

This Issue Paper, the first in a new series from American Institutes for Research, examines the successful RTT-D applications to assess and learn lessons from this initial group of pioneering grantees' efforts to implement and scale teaching and learning innovations.

http://www.air.org/reports-products/index.cfm?fa=viewContent&content_id=2721

